***GRASPS Frame***

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| ***G***  Real-World **Goal** | For students to understand the cultural, economic, political, and social effects the events of the Revolution had on the colonists.  For students to understand how the events before the founding of the nation were related to the development of the American Constitution Democracy. |
| ***R***  A meaningful **role** for the student | * Students will take the role of a historical figure from the American Revolution time-period. * Examples of the option roles will be provided from the following websites:   Women  <http://score.rims.k12.ca.us/score_lessons/women_american_revolution/>  African Americans  <http://www.history.org/history/teaching/enewsletter/volume5/images/reference_sheet.pdf>  DWM  <http://www.biography.com/people/groups/american-revolution> |
| ***A***  Authentic real-world (or simulated) **audience** | Student’s peers are the delegates at the Constitutional Convention in 1787. |
| ***S***  A contextualized **situation** that involves real-world application(s) | Students are to role-play a historical figure, and present their biographies to the delegates at the Constitutional Convention.  Students will then use their list of cultural, economic, political, and social effects the Revolution has had on them to decide if they do or do not support and will or will not sign the “current” drafted Constitution. |
| ***P***  Student-generated culminating **products** and **performances** | Students will perform as their chosen historical figure, and pitch their biographies, and describe the cultural, economic, political, and social effects the events of the Revolution has had on them to the delegates at the convention.  Students will then use their descriptions to support and sign the “current” drafted constitution, or to not sign and support the document.  If students decided not to sign the drafted document, they will provide suggested amendments for the delegates at the convention to hear, and vote on.  Students will use any of the following platforms to present their biographies, and viewpoints to the delegates of the Constitutional Convention:  Powerpoint  Imovie  A speech  Poster board  Any other presentation method must be approved by teacher.  Students will use primary and secondary resources.  Students must attempt to dress the part as well. |
| ***S***  Consensus-driven performance **standards** for judging success | Students will provide input for their summative assessment rubrics. Must have standards: 3 primary sources, and at least 4 images. Other criteria includes; creativity, content, and presentation. An example, students must discuss and explain how the events before and during the American Revolution effected their cultural, economic, political and social lives. Students must also explain why or why not they support the current proposed Constitution. The Assessment will be peer-reviewed, teacher graded, and self-critiqued. Using all three methods, teacher will determine final grade for the presentation. |